



# Intervention Resources and Next Steps

# Centers of Regional Excellence Trainings

## Professional Learning Communities - Effective Intervention Practices

### 4 Sessions

- Effective Intervention Practices
- Finding the Most Basic Skill Deficit
- Basic Reading and Fluency
- Comprehension

# Effective Intervention Practices

1. Explicit instruction
2. Gradual release model
3. High-quality academic feedback
4. Multi-sensory teaching and learning
5. Aligned to individual student skill deficit

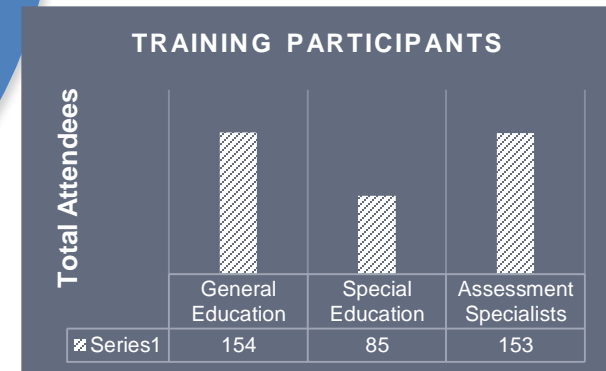
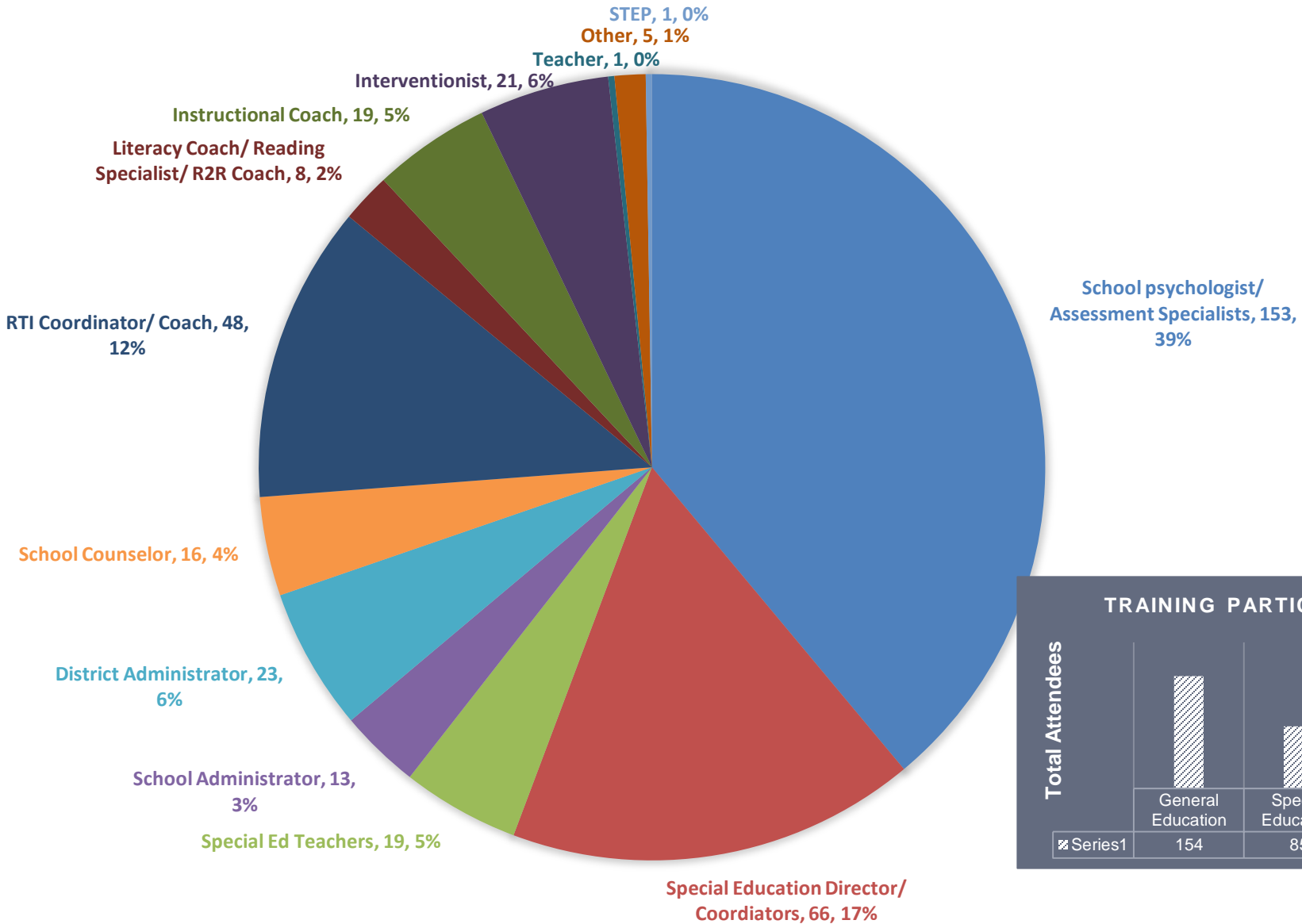
# Micro-Credentials

- Develop ways for educators to demonstrate competency in specific areas for work they have already done, competencies in which they wish to grow
- Pilot districts
- Utilize current micro-credentials or create new ones



# Dyslexia Training Update and Next Steps

# Training: Who?



# Sort into Groups

**Expression/  
Intonation**

**Determining  
Importance**

**Pace**

**Efficiency**

**Sight  
Words**

**Fix-Up/  
Self-Monitoring**

**Schema/Background  
Knowledge**

**Synthesis**

**Accuracy**

**Punctuation/  
Phrasing**

**Visualization**

**Inferring**

**Phonemic  
Awareness**

**Phonics**

**Vocabulary**

**Questioning**



coin  
c-oi-n  
t-oi-ck



# Common Myths

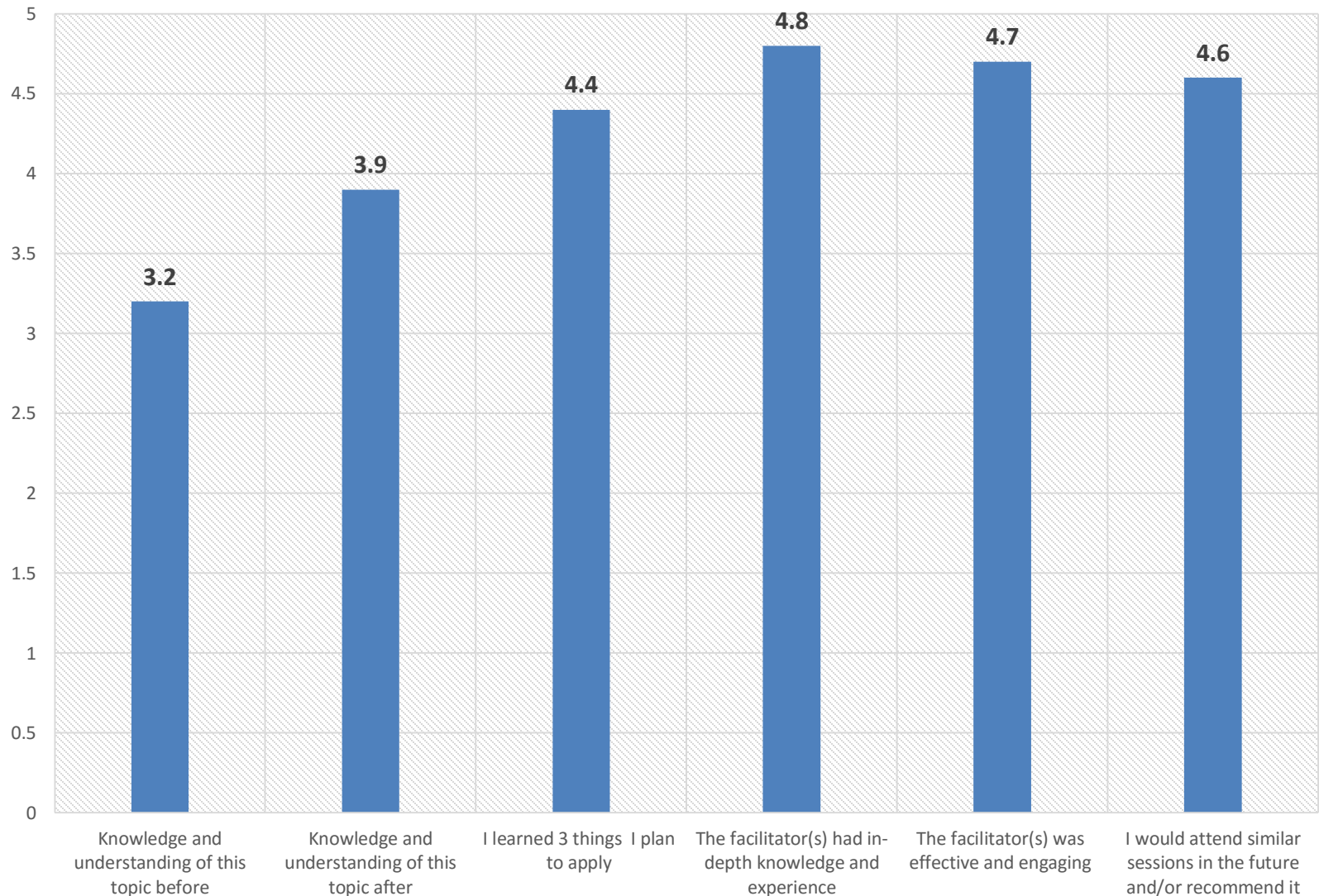
Reading Difficulties	Myth: All reading difficulties can be attributed to dyslexia.	Truth: The hallmark of dyslexia is an unexpected reading difficulty in a child who seems to have all the equipment (intelligence, verbal skills, motivation) necessary to become a reader. <sup>1</sup> There are other ways students can struggle to read: (1) 3-10% of students who are strong decoders don't understand what they are reading (specific reading comprehension deficit) <sup>3</sup> and (2) some students struggle with both the code of the language and the meaning of language (mixed reading deficit).
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# Profiles of Reading Difficulty

Language Comprehension	Good			
	Poor	Poor	Good	

# Training: Feedback

Fall 2017 Regional Dyslexia Training Survey Results



# Training: Feedback

- Comments have been overwhelmingly positive
  - Attendees wanted more of their district personnel to attend in the future
  - Interactive activities were engaging and effective
  - Information was timely, thorough, and well-presented
  - Modeled collaboration of instruction/psychologist was impactful and well-received
  - Positive comments noted the training to “helpful” (17 comments) and “excellent/great” (50 comments)

# District Intervention Reporting

- 120/146 districts responded
- What we see
  - Trends
    - Boxed programs
    - Systematic approaches
    - Confusion regarding reporting criteria and specificity of interventions
- Next step
  - Refine the data collection process to better reflect:
    - How the resources are being used
    - What is reported: interventions vs. assessments vs. personnel

# Training & Resources: Next Steps

- FAQ Document
- Online overview of the legislative requirements (looking into options)
- One-page resource documents
  - Parent
  - Educator
- Parent training
- Next round of regional trainings
- CORE collaboration

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin horizontal blue bar.

**TN**

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# **Parent Training and Resource Feedback**

# One-pager Documents

## Dyslexia Advisory Council

One-Page Guidance Feedback

<u>District One-Pager</u>		<u>Parent One-Pager</u>	
	Dyslexia and the Components of Reading		Dyslexia: Myths and Truths
	Characteristics of Dyslexia		Parent Letter: Means/Doesn't Mean
	Characteristics of Dyslexia Intervention		Help at Home: Dos and Donts
	Visual of the School Process/Bill Requirements		Questions to Ask your School
	Parent Notification/Coding/e Plan		I Got a Letter, Now What?
	What if...? Q&A Section		Visual of Bill Requirements
	Continuum of Services (RTI, SLD, 504, IEP, etc)		Continuum of Services (RTI, SLD, 504, IEP, etc)
	Other:		Other:



# Parent Training Outline (page 1)

1. What is dyslexia?
  - a. Definition
  - b. Components of reading – brief overview
    - i. Where deficits are commonly found
    - ii. How it impacts other components & behaviors (such as anxiety, not wanting to read, etc.
  - c. Indicators your child might have characteristics of dyslexia
    - i. How it impacts other components & behaviors (such as anxiety, not wanting to read, etc.); can do by age/grade band
  - d. Myths/Facts
  - e. Dyslexia success stories/videos

# Parent Training Outline (page 2)

## 2. “Say Dyslexia” Bill

- a. Background and brief description of requirements
- b. Screening process (RTI2) – include a visual of this
  - i. Characteristics of dyslexia
  - ii. Reasons a child exhibiting characteristics may not have dyslexia
  - iii. Note that parent is a part of this process
- c. School team review of screening data and determination of intervention needs
  - i. Include who is on the school team
- d. District/school reporting responsibility
  - i. Student growth data for students receiving dyslexia intervention services
  - ii. Dyslexia-specific intervention services provided in each district
  - iii. Who to contact with additional questions
- e. Parent notification
  - i. Reasons they have been notified
  - ii. Reminder that it means their child exhibits characteristics of dyslexia; it isn't a diagnosis
  - iii. What this means vs. doesn't mean (possibly include a chart)

# Parent Training Outline (page 3)

## f. Now what?

- i. Interventions – addressing characteristics of dyslexia is the most important piece
- ii. Progress monitoring – needed to measure effectiveness of intervention
- iii. Continuum of Programming Services
  - 1. Information about who is on the assessment team (it includes parents)
  - 2. Tier I (general education core instruction) differentiation & accommodations
  - 3. Tier II/III (general education intervention)
  - 4. 504
    - a. What it is and where it comes from (STEP has a 504 workshop)
    - b. Process for obtaining services
  - 5. Special education
    - a. Possible services
    - b. Referral for evaluation
      - i. By school
      - ii. By parent request
        - 1. Bringing an outside dyslexia diagnosis
        - 2. What it means to “consider” the information
    - c. Assessment planning
      - i. Where dyslexia fits in SLD (similar to how ADHD fits into OHI)
      - ii. Battery of possible assessments included in an actual dyslexia evaluation
    - d. Eligibility requirements
    - e. IEP expectations

# Parent Training Outline (page 4)

- 3. Supporting at home
  - a. What parents can do
    - i. Collaborate with school team
      - 1. Ways to share information with child's teacher on how to help them be successful
      - 2. Review child's progress and discuss progress/programming with child's teachers
      - 3. Example questions parents can ask
    - ii. Activities/strategies (do's and don'ts)
  - b. Resources
    - i. "Say Dyslexia" Bill (include link)
    - ii. Dyslexia guide (include link)
    - iii. Other free resources/websites (as found in dyslexia guide)
    - iv. Helpful TN contacts (TDOE, STEP, etc.)